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ABSTRACT

This document (1) provides information and guidelines to California school districts in organizing and developing a comprehensive planning effort; (2) helps districts view a total educational system and use a systems approach to planning and problem solving; and (3) specifically helps school districts applying for State school building aid funds in satisfying the legal requirements. Suggested in this guide are some basic requirements, planning processes, and personnel involvement necessary for the development of an ongoing developmental plan. The material is presented under (1) educational program, (2) educational facilities, (3) demographic study, (4) implementation plan, and (5) evaluation plan. (Author/MLF)

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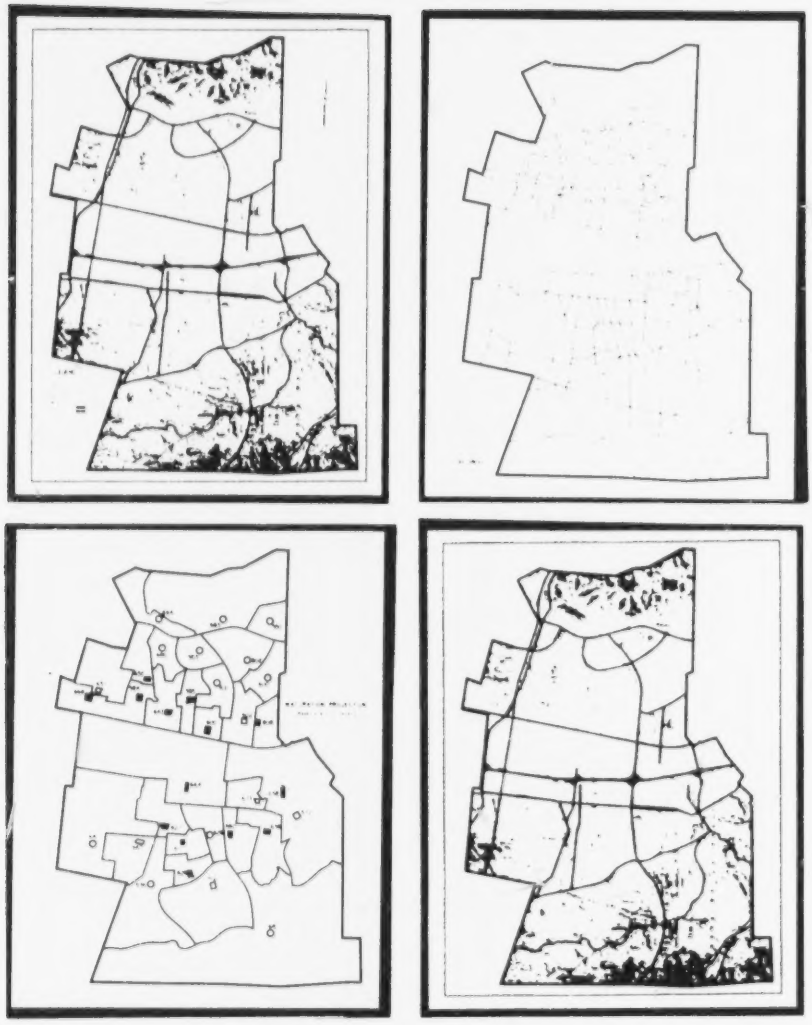

EA 003 891

GUIDE FOR THE DEVELOPMENT OF A SCHOOL DIST
LONG-RANGE COMPREHENSIVE MA

CALIFORNIA STATE DEPARTMENT OF EDUCATION Wilson Riles, Superintendent of Public Instruction, Sacramento, 19

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ELOPMENT OF A SCHOOL DISTRICT
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TATE DEPARTMENT OF EDUCATION Wilson Riles, Superintendent of Public Instruction, Sacramento, 1972

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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GUIDE FOR THE DEVELOPMENT OF A SCHOOL DISTRICT LONG-RANGE COMPREHENSIVE MASTER PLAN

To be utilized in varying school district situations for further refinement.

Prepared by:

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bureau of School Planning
1972

PREFACE

The purposes of this document are:

1. To provide information and guidelines to California school districts in organizing and developing a comprehensive planning effort.

2. To help districts view a total educational system and use a systems approach to planning and problem solving.

3. To specifically help school districts applying for state school building aid funds in satisfying the requirements of Education Code, Section 19559.2.

In this guide there are suggested basic requirements, planning processes, personnel involvement necessary for the development of an on-going developmental plan.

The guidelines are intended to be flexible to meet varying conditions in varying school district patterns throughout the state. However, the basic format should govern for continuity purposes, particularly in school districts applying for state funding.

The five divisions, (I) Educational Program, (II) Educational Facilities, (III) Demographic Study, (IV) Implementation Plan, and (V) Evaluation Plan are not necessarily intended to be developed in sequence. Divisions may be developed singly or some concurrently, depending upon the availability of information.

School districts which have comprehensive plans based upon a documented educational philosophy around community needs can be reviewed and adjusted to this type of format. In districts where there is no documented plan, the development of needs statements for new or rehabilitated school facilities can provide an opportunity for a community to re-examine and project educational philosophy and programs into the future.

After field testing this guide in various types of school districts, accumulated experience will be incorporated in future revisions. We solicit your participation and assistance toward that end.

Edwin H. Harper
Associate Superintendent of Public Instruction; and Chief, Division of School Administration and Finance

Aubrey W. Calvert
Chief, Bureau of School Planning
State Department of Education

ACKNOWLEDGMENTS

Recognition is given to the Rowland Unified School District governing board and administration for serving as a pilot district in the exploratory stages of this approach to school planning.

During the school year 1970-71, in cooperation with the Bureau of School Planning, the Rowland Unified School District, Los Angeles County, prepared a Long-Range Comprehensive Developmental Plan which has become the basis for the format and material in this guide. William H. Davis, Consulting Architect in Los Angeles County, under contract with the Department of Education, contributed the technical data and mapping.

Acknowledgment is also given to members of the Southern Section School Building Research Committee, California Association of School Business Officials, for their critical review and suggestions.

Ralph Askin, Architect, Edward Gustafson, Assistant Architect, and Larry Stanley, Graphics Specialist, Bureau of School Planning, have made significant contributions to this document.

Special recognition is given to Charles H. Ambellan, Supervising Field Representative, Bureau of School Planning, for his extra diligence in preparing the first draft of this guide for use at the initial stage of this new approach to school facilities planning.

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INTRODUCTION

What is a School District Long-Range Comprehensive Master Plan?

It's a compilation of information, policies and statistical data about a school district, organized to provide: (1) a continuous basis for planning educational facilities which will meet the changing needs of a community and (2) for choosing alternatives in allocating facility resources to achieve district goals and objectives.

Why Should a School District Develop and Maintain a Long-Range Comprehensive Master Plan?

(1) To gather and organize factual information about a community from which present and future educational program needs can be determined.

(2) To more accurately estimate pupil population in regard to numbers, ages, socio-economic backgrounds and ethnic composition for which facilities may be planned and provided.

(3) To make an objective appraisal of the quality level and capacity of existing school facilities.

(4) To make more effective decisions regarding the types, amounts and quality level of new and existing school facilities.

(5) To coordinate a program of total school and community planning.

(6) To develop a system of educational program and facilities priorities as an integral part of the educational process.

(7) To maintain a program of continuous comprehensive planning and financing of school facilities.

How Can the Plan be Developed?

(1) By organizing a process which guarantees continuing analysis and evaluation of what is accepted as the district educational and cultural goals and objectives.

(2) By expending a major effort through adequate staffing and financing.

(3) By involving the right people at the proper time and defining functions and responsibilities in terms of particular areas of competency.

(4) By providing leadership in problem-solving techniques through a communication and evaluation system.

(5) By recognizing that educational program and facilities planning are one integral part of the total educational process.

(6) By anticipating community needs and maintaining contact with the ever-changing realities of local situations.

Who Conducts the Development of the Plan?

When the board of education commits the district to initiate the plan, specific individuals should be designated to provide leadership and be responsible for its accomplishment and implementation.

A planning committee should be named. Suggested representation on the committee is: board of education, chief administrators office, instructional services, business services, and building principals. District size would be a controlling factor in determining the pattern of organization. Individual responsibilities should be specified as well as time and financial commitments needed to develop the plan.

The planning committee functions as a management group insuring that there is total staff and community involvement in the plan development.

Professional resources should be called upon in particular areas of competency. Suggested resources are Bureau of School Planning, County Superintendents offices, colleges and universities and architectural and technical consultants.

The above decisions should be documented as a directive and distributed throughout the district.

PREPARATION OF A LONG-RANGE COMPREHENSIVE MASTER PLAN

DIVISION I EDUCATIONAL PROGRAM	A statement of the educational programs and goals of the district in relation to its programs, both current and future.
A. History and Educational Transition	
1. Historical background	Relate in a narrative account, the history, regional setting, composition and physical description of the district.
2. Growth	Illustrate the growth pattern of enrollments and schools in the district to this point in time.
3. Educational transition	Trace the manner in which the educational program has progressed to the present.
4. Changes in progress or contemplated	Describe educational programs or needs presently changing or contemplated.
B. Community of the School District	
1. Community factors	Identify factors in the community which affect the school system, i.e. social, economic, racial and ethnic make-up of the locale.
2. Sociological policy	State the district policy regarding actual or potential human problems.
3. Relationships with other public agencies	Define the district policy regarding cooperation and coordination with other public agencies, i.e. parks and recreation authorities, planning commissions, and health departments.
4. Community involvement	State the policy for community involvement to achieve total community development.
5. Citizens advisory committee	Give the structure for participation by community representatives in developmental planning.

C. Educational Goals and Policies

Identify the universal and continuing purposes which are accepted and adopted by the governing board as the goals of education in the district.

D. Educational System

Describe the total district system as presently structured as well as future concepts. This should be stated in terms of goals, objectives and policies.

1. Grade level grouping

State the organizational plan of the district for grade level grouping.

2. Pre-school program

Describe the district philosophy, policies and operation of the pre-school program.

3. Elementary school program

Describe the district philosophy, policies and operation of the elementary school program.

   a. Organization and program
   b. Site design criteria
   c. Enrollment size policy
   d. Facility loading and staffing
   e. Unique requirements

4. Middle (intermediate, junior high) school program

Describe the district philosophy, policies and operation of the middle school program.

   a. Organization and program
   b. Site design criteria
   c. Enrollment size policy
   d. Facility loading and staffing
   e. Unique requirements

5. High school program

Describe the district philosophy, policies and operation of the high school program.

   a. Organization and program
   b. Site design criteria
   c. Enrollment size policy
   d. Facility loading and staffing
   e. Unique requirements

6. Special programs

Describe the district philosophy, policies and operation of the special programs.

   a. Educable mentally retarded
   b. Trainable mentally retarded
   c. Educationally handicapped
   d. Physically handicapped
   e. Other exceptional children
   f. Summer school
   g. Continuation school
   h. Adult education
   i. Vocational education
   j. Regional occupation centers
   k. Children's centers
   l. Joint powers or cooperative programs
   m. Other special programs

7. Instructional support program

Describe the district philosophy, policies and operation of the instructional support program.

   a. District library
   b. School libraries
   c. Audio-visual materials
   d. Textbooks

8. Pupil Services

Describe the district philosophy, policies and operation of the pupil services programs.

   a. Health
   b. Guidance
   c. Speech

9. General support services

Describe the district philosophy, policies and operation of the general support services. Under administrative services illustrate the school district organization and relationships of function by position in chart form.

a. Administrative services
b. Facilities planning
c. Transportation services
d. Food services
e. Building maintenance services
f. Custodial services
g. Site care services
h. Community use services
i. Joint use by Parks and Recreation

PREPARATION OF A LONG-RANGE COMPREHENSIVE MASTER PLAN

DIVISION II EDUCATIONAL FACILITIES	A comprehensive evaluation and report of the utilization and condition of the school facilities now existing in the district.
A. Evaluation Procedure	Describe the procedure for evaluating facilities. It is suggested that the evaluation be the result of a physical visitation to each school by an evaluation team composed of member(s) of the educational division and business division along with consultants such as the Bureau of School Planning Field Representative and the district architect. The team should be accompanied by the chief administrator of the school inspected. A uniform check list such as the Bureau of School Planning publication "Profile Rating Wheel" should be used as an evaluative tool. If the maintenance supervisor accompanies the team, there is also an opportunity to plan long range maintenance budget items. A plot plan of the facility should be checked and up-dated at the time of the inspection.
B. Summary of Facility Utilization and Evaluation	Summarize the capacities and evaluations of all district facilities on one form. (See Form 100.)
C. Individual Facility Utilization and Evaluation	For each school, central office facility and site, show the following: 1) Site utilization and plot plan with indoor and outdoor teaching stations. 2) Facility spaces capacity loading and utilization. 3) Profile rating evaluation of site, space, light, heat and air, sound, aesthetics, equipment and maintenance, including a narrative evaluation of the plant with notations as to required improvements and additions. (See Forms 100a, 100b, 100c, and 100d.)

SUMMARY OF DISTRICT FACILITY UTILIZATION AND EVALUATION
BSP Form 100

District _____ Date of Report _____

Address _____

DISTRICT TOTAL	School	SCHOOL OR FACILITY	
		Elementary	EXISTING LOADING
		Middle	
		Secondary	
		Continuation	
		Adult	
		Special	
		Sites	
		Elementary-State Aid	CAPACITY LOADING
		Elementary-District Policy	
		Middle	
		Secondary	
		Continuation	
		Adult	
		Special	

Item

Recommendations for needed corrections and improvements (listed in priority order

E

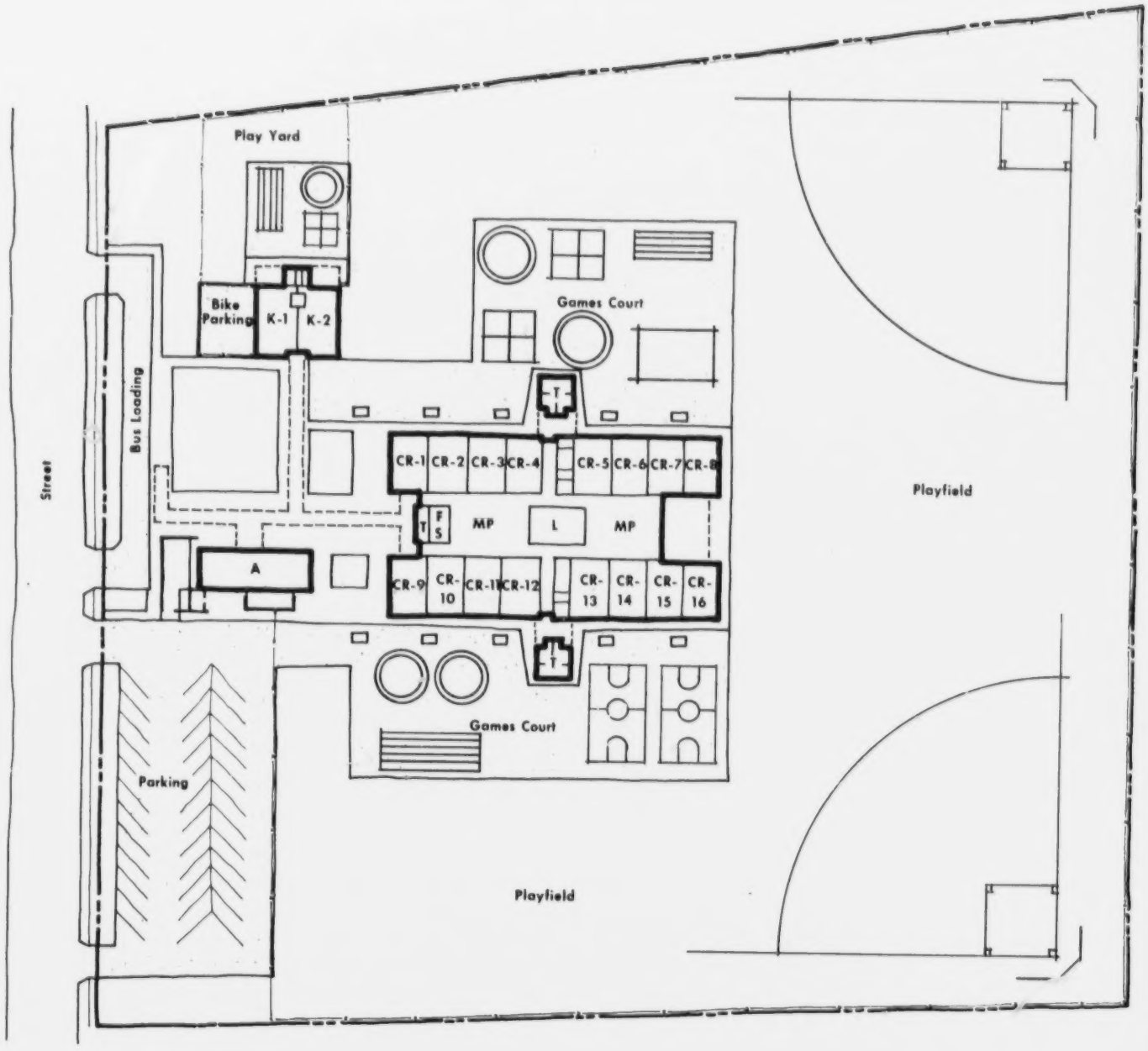
LITY	EXISTING LOADING							CAPACITY LOADING								OVERALL EVALUATION				
	Elementary	Middle	Secondary	Continuation	Adult	Special	Sites	Elementary-State Aid	Elementary-District Policy	Middle	Secondary	Continuation	Adult	Special	Sites	Excellent	Good	Average	Poor	Not Acceptable

for needed corrections and improvements (listed in priority order):

Item	Estimated Cost
	$

PLOT PLAN OF SITE & BUILDINGS
BSP Form 100a

School or facility _____ Site acres (usable) _____



Elementary School

N

Scale:
0 20' 40'

REPORT OF UTILIZATION AND CAPACITY OF SCHOOL FACILITIES (Elementary)
BSP Form 100b SPACES & LOADING

School _____ Grades _____ Site Acres (usable) _____

Address _____ Date Occupied _____

Reported by _____ Report Date _____

Survey Team _____

_____

_____

_____

Usable site acreage needed
(From BSP School Site Analysis and Development Guide)

_____ Acres

Type Teaching Stations	Number		Capacity per Station		Gross Capacity		Current Enroll.
	Perm.	Port.	District Policy	State-aid Formula	District Policy	State-aid Formula	
Kindergarten							
Grades 1-3							
Grades 4-6							
Grades 7-8							
Art (Crafts)							
Business							
Homemaking							
Industrial Arts							
Music							
Science							
Special Ed. Type:_____							
Other							
TOTAL							

Type Teaching Stations	Number		Capacity per Station		Gross Capacity		Current Enroll.
	Perm.	Port.	District Policy	State-aid Formula	District Policy	State-aid Formula	
Kindergarten							
Grades 1-3							
Grades 4-6							
Grades 7-8							
Art (Crafts)							
Business							
Homemaking							
Industrial Arts							
Music							
Science							
Special Ed. Type:_____							
Other							
TOTAL							

Auxiliary Facilities (Give number and/or comment)

General Office _____
Staff Offices _____
Conference Rms. _____
Health Service _____
Remedial Rm. _____
Teachers Lounge _____
Teachers Wkrm. _____
Audio-visual _____
Library _____
Multi-purpose I _____
Multi-purpose II _____

Kitchen: Prep. _____
Serving. _____
Cafeteria _____
Stage _____
Gym & Exer. Rms. _____
Shower & Locker _____
Auditorium _____
Toilets _____
Storage _____
Other _____

REPORT OF UTILIZATION AND CAPACITY OF SCHOOL FACILITIES (Secondary)

BSP Form 100c — SPACES & LOADING

School — Grades — Site Acres

Address — Date Occupied

Reported by — Report Date

	Type Teaching Station	Number		Capacity		Auxiliary Facility (Give number &/or comments)
		Permanent	Portable	Per Station	Gross	
ACADEMICS	Academic					
						General Office ____
	Language Lab.					Staff Offices ____
	Journalism					Conference Rms. ____
	Drama					Health Serv. ____
						Remedial Rm. ____
						Teachers Lge. ____
ART	Art					Teachers Wkrm. ____
	Art Crafts					Audio-visual ____
	Ceramics					Library ____
	Photography					M-P I ____
						M-P II ____
						Kit. Prep. ____
INDUSTRIAL ARTS	Agriculture					Serv. ____
	Auto					Cafeteria ____
	Drafting					Stage ____
	Electric					Gymnasium ____
	Graphic					Show/Locker ____
	Handicrafts					Auditorium ____
	Machine					Toilets ____
	Metal					Storage ____
	Wood					Outdr. Assembly ____
						Parking Spaces ____
						Swim. Pool ____
BUSINESS	Bookkeeping					
	Bus. Machines					
	Office Practice					
	Shorthand					
	Typing					
HOMEMAKING	Clothing					
	Foods					
	All Purpose					
	Homemaking					

| | | |

REPORT OF EVALUATION OF SCHOOL FACILITIES
BSP Form 100d (1 of 2)

School _____

FROM PROFILE RATING WHEEL

(Check rating)

Performance	Excellent	Good	Average	Poor	Not Acceptable
Site					
Space					
Light					
Heat & Air					
Sound					
Aesthetics					
Equipment					
Maintenance					
Overall					

Narrative evaluation. (Also note any problem areas together with possible solutions and explain any poor or not acceptable ratings):

Site: _____

Space: _____

Light:

Light					
Heat & Air					
Sound					
Aesthetics					
Equipment					
Maintenance					
Overall					

Narrative evaluation. (Also note any problem areas together with possible solutions and explain any poor or not acceptable ratings):

Site: _____

_____

_____

_____

Space: _____

_____

_____

_____

_____

Light: _____

_____

_____

_____

Heat and Air: _____

_____

_____

_____

REPORT OF EVALUATION OF SCHOOL FACILITIES
BSP Form 100d (2 of 2)

Sound: _____

Aesthetics: _____

Equipment: _____

Maintenance: _____

Recommendations for needed corrections and improvements (List in priority order and include a budget estimate, if possible):

PREPARATION OF A LONG-RANGE COMPREHENSIVE MASTER PLAN

DIVISION III DEMOGRAPHIC STUDY	A comprehensive demographic study of the district as it currently exists and is projected into the future. (See Bureau of School Planning publication "Demographic Analysis.")
A. Mapping	
1. Base map	Obtain or prepare a complete map of the school district with the scale large enough to include considerable detail and for use in making presentations to boards and community groups. (A recent aerial photograph, if available at reasonable cost, is also advantageous.)
	Insure that the map is current with respect to all vehicular circulation; freeways, major streets, feeder streets, railroads, waterways. If there is knowledge of proposed streets, include them as dotted lines.
	Indicate on the base map, all impediments to pedestrian traffic such as industrial areas, drainage canals, rivers, ponds, power lines, fenced areas.
	Show topographical features such as canyons or cliffs which are a factor in development and access.
	Delineate and name each existing school and each existing school site owned by the district. Also locate parks, cemetaries, golf courses, and private and parochial schools.
	In preparing this map as well as those that follow, it is vital that the district work closely with all appropriate agencies such as: State Division of Highways, County Road Department, County Flood Control Department, City/County Parks and Recreation Department, Federal or local aviation agency, Federal Census Bureau. It is also advisable to contact utility companies. Copies of master plans already completed by any of these agencies should be secured for their applicable information. Differences in planning goals should be resolved.

1. Base map (Continued)

When all information has been included on the base map, it should be professionally prepared and printed. It is highly desirable that it also be made in reproducible form, both full size and at a reduced size for working copies for various uses.

2. Zoning map

Using a copy of the base map or an overlay thereon, indicate all existing zoning. Differentiate graphically the different kinds of zoning and describe the types by legend: Residential (low, medium, and high density); Commercial, Industrial, and Agricultural. Indicate within each zone, minimum lot size or residences per acre.

3. Census map

Although at this time, Federal census information is not generally in a form suitable for use by a school district because the tracts overlap the boundaries, it is wise to include the census tracts for future correlation. Delineate Federal census tracts and numbers on a copy of the base map or a transparent overlay.

4. Study area map

On a copy of the base map or a transparent overlay, subdivide the district into logical statistical study areas. Once established, the boundaries of these areas are permanent and become the basis for collecting and composing all future demographic information about the district. Boundaries in partially or fully developed areas should never change though they may be further subdivided. Boundaries in undeveloped areas should change as the development of road patterns becomes evident.

The following criteria are suggested for defining study area boundaries:

1. All major streets (existing or future) are boundaries.
2. All railroads are boundaries.
3. All drainage channels or waterways are boundaries.
4. Lines between developed and undeveloped portions of the community are boundaries.
5. Lines between different types of zoning are boundaries.
6. Federal census tracts are boundaries.
7. Unusual terrain features and impediments to pedestrian traffic are boundaries.
8. Present school attendance lines may be boundaries.
9. Municipal limit lines are boundaries.

10. Different types of housing such as old versus new, apartment versus single family, trailer parks versus multiples create boundaries.
11. Boundaries in large undeveloped areas should be tentatively drawn to include an estimated 200 K-6 pupils when developed according to known zoning.
12. Boundaries should be small enough so that study areas will have a minimum of variations in characteristics.

After application of the above criteria, but before finalizing the boundaries, each study area should be physically surveyed and evaluated on "The Study Area Evaluation Report" (Form 110). The type, age and value of the residences, the continuity and terrain characteristics of the existing development should be noted. Estimates of future developments that could be expected according to the best judgment available at the time should also be noted on the report. These reports are to be used as a basic tool for projecting future homes on vacant land.

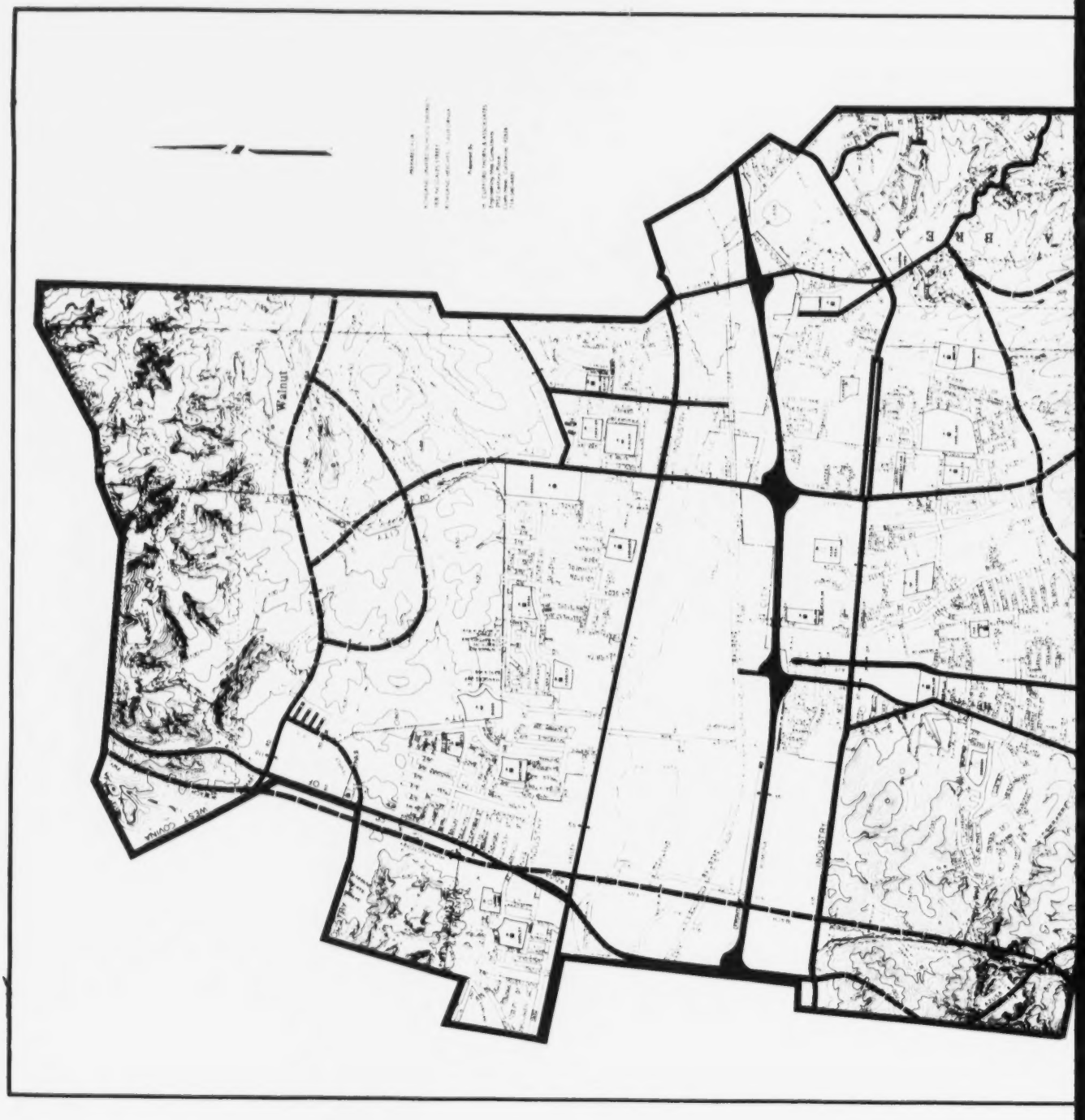
Once the demographic plan is in operation, it must be maintained up-to-date by noting all changes or developments as soon as information is available. Analysis of changes and new developments and their implications to the plan should be on a continuing basis.

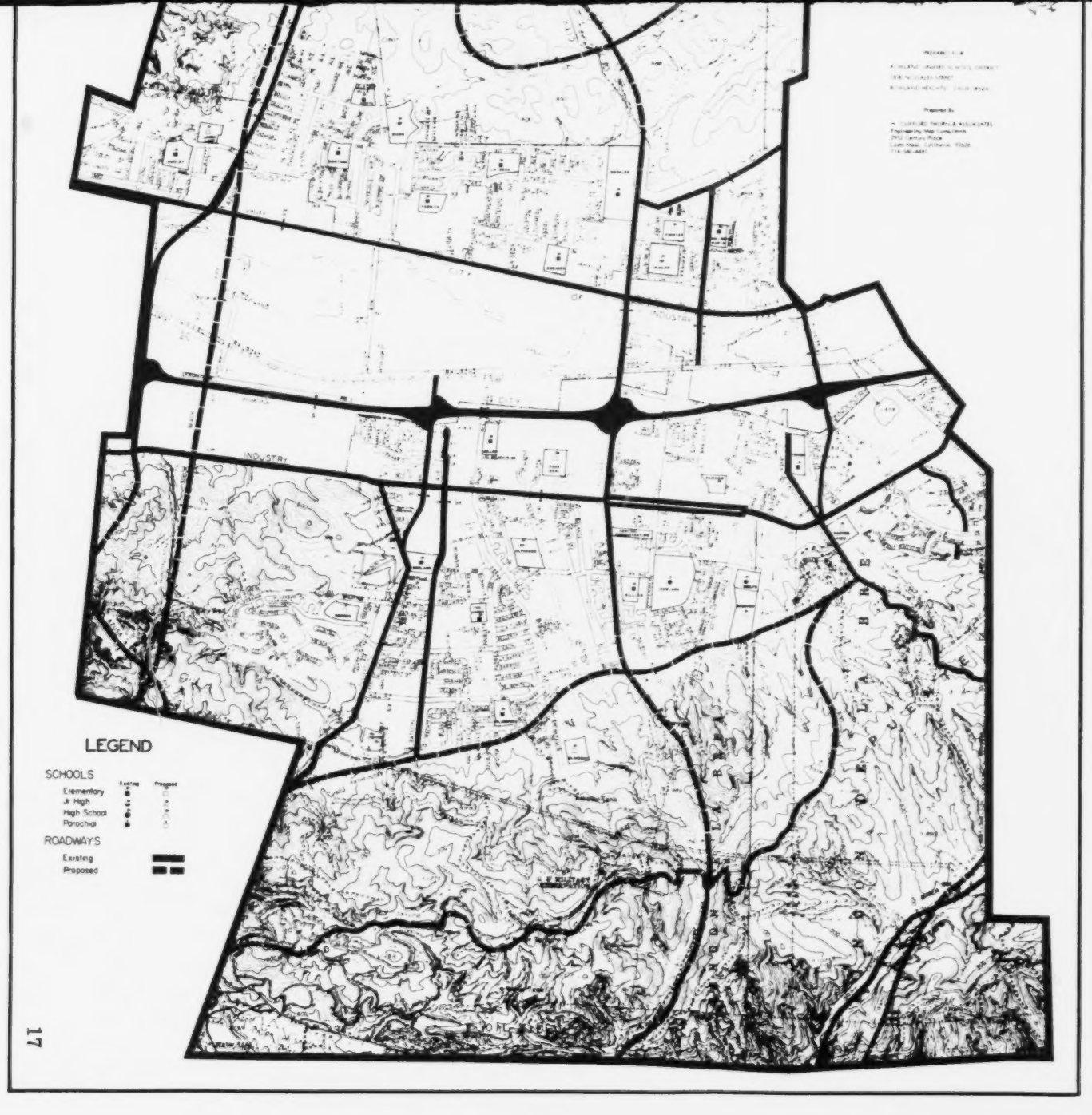
EXISTING DEVELOPMENT	GIVE NAME & DATE OF ENTRY
Type & No.	
Age	
Value	
Continuity	
Terrain Character	
Other	

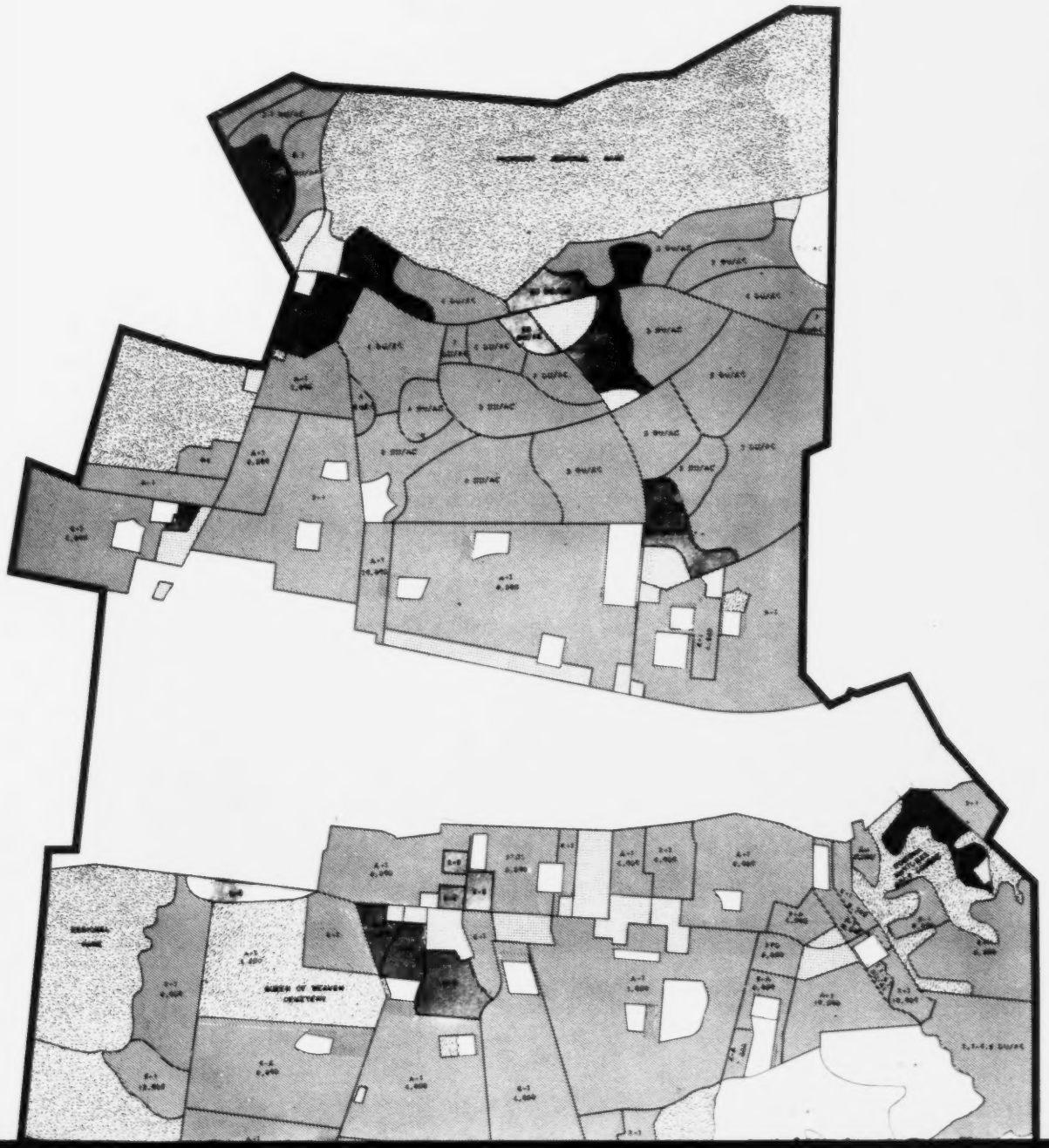
FUTURE DEVELOPMENT (ESTIMATED)	
Type & No.	
Value	
Terrain Character	
Market-ability	
Redevelop. Potential	
Estimated Rate of Growth	

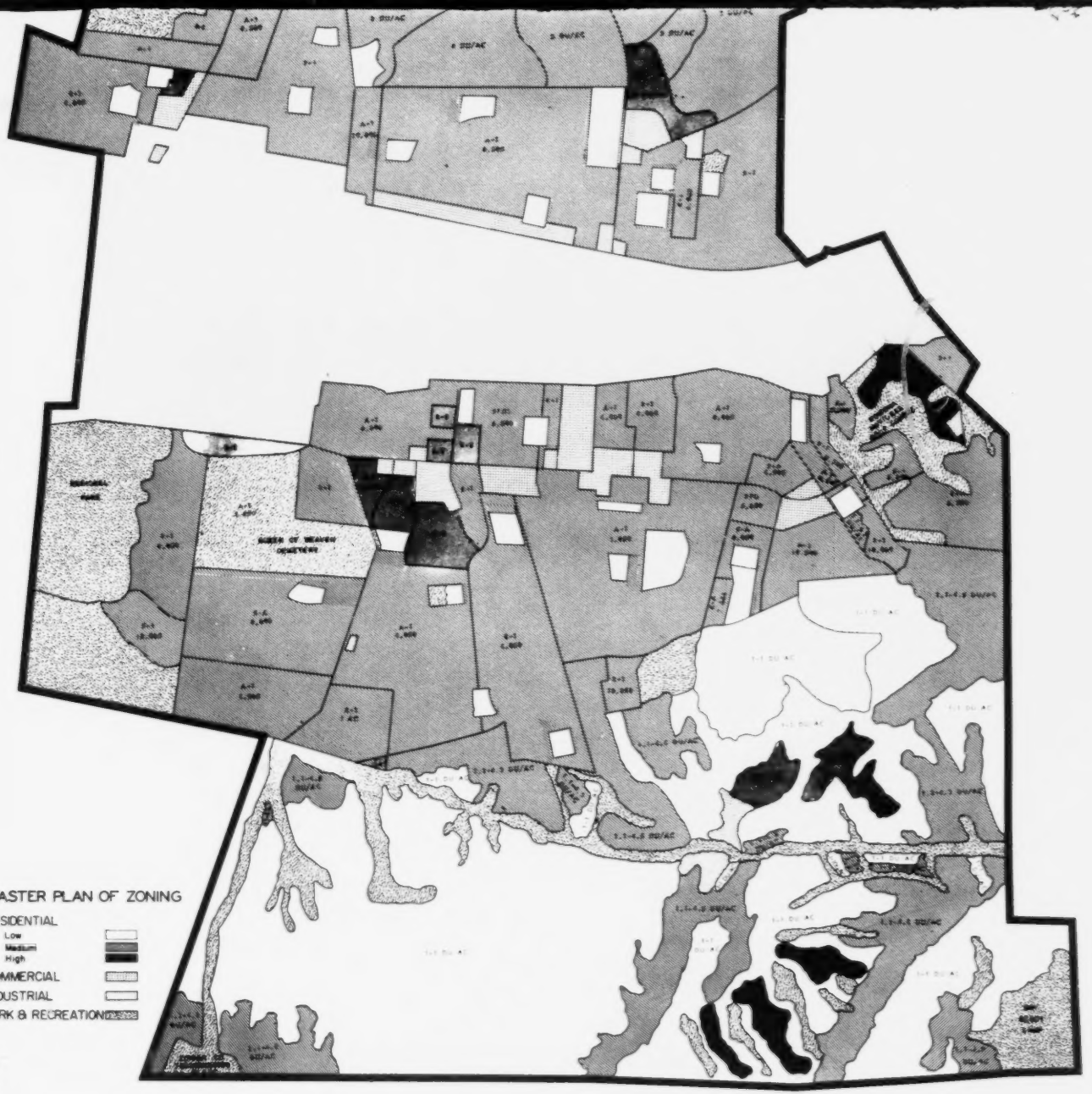
STUDY AREA EVALUATION REPORT
BSP FORM 110

DISTRICT_____ STUDY AREA NO.


Walnut
HOUSTON

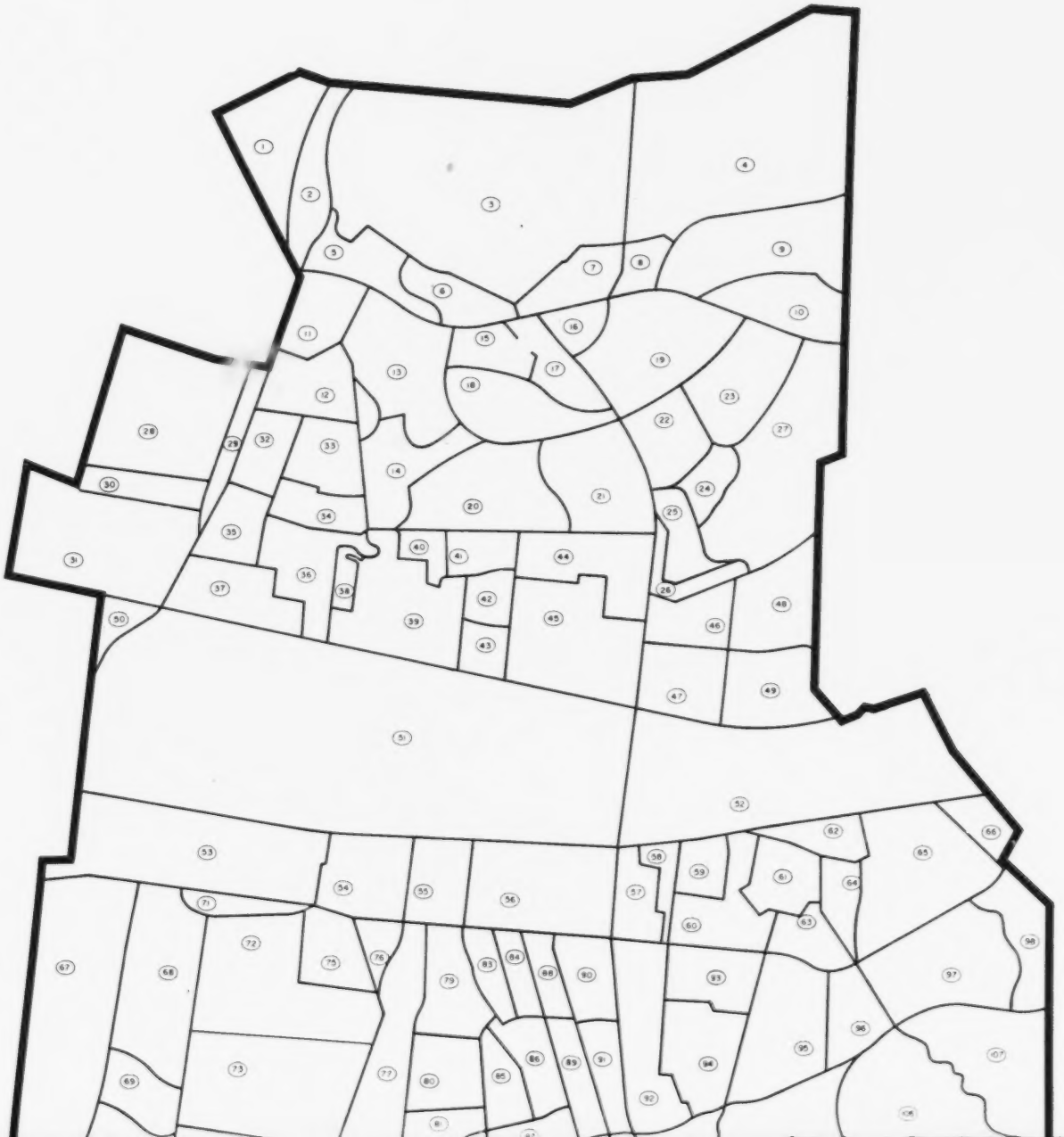

INDUSTRY
LEGEND
SCHOOLS
Existing
Proposed
Elementary
Jr High
High School
Parochial
ROADWAYS
Existing
Proposed




MASTER PLAN OF ZONING
RESIDENTIAL
Low
Medium
High
COMMERCIAL
INDUSTRIAL
PARK & RECREATION

4078
4077
4081.03
4034
4081.02
4081.01
4082.01
4086.02
4087.02
4033.02

CENSUS TRACTS



STUDY AREAS

B. Statistics Collection

Having established statistical study areas, collection of base statistical data may proceed.

1. Census base

One of the most complete and comprehensive systems of collection is the special census as described in the Bureau of School Planning publication "Demographic Analysis." The system suggests employment of the services of the State Department of Finance, Population Research Units for coordinating and overseeing the process of the census. By gaining census responses to specific questions, the district will have the tools for making valid judgments with respect to each study area.

2. Annual information

In addition to the special census base, a system for collecting statistical information about each study area must be established which will be accurately repeated annually to provide historical data for projecting pupils in the future.

The minimum necessary annual information is as follows:

a. Total existing housing units by study area.
b. Total pre-school children by age and study area.
c. Total regular pupils by grade and study area.
d. Total special education pupils by type, grade and study area.
e. Total ethnic pupils by type, grade, and study area.

3. Source

The basic source for this data may be a special card file or revision of an existing directory card file or data processing system for all pupils. In addition to name and address of each pupil, there should be included pre-school siblings at that address, the study area number of that address, regular or special education status of pupils and the ethnic group of pupils. Once the system has been established to record the data, it must be continuously maintained on a current basis, adding and deleting cards for transient pupils.

4. Recording

Cards and/or print-outs of individual pupils should be counted by study area to obtain pre-school, regular pupils, special education pupils, and ethnic count. At the same time, each address should be listed by study area to give a directory and a house count for presently enrolled pupils.

This information can then be recorded on the Demographic Enrollment Projection Form. (See following Section C, Enrollment Projection.)

5. Augmenting information

Each study area should be canvassed by street to record the addresses of all housing units not shown on the list. These homes should be contacted to obtain the ages of any pre-school children or the age and grade levels of any child attending private or parochial school. Vacant houses should be indicated.

This added information up-dates the previously recorded study area data to give an accurate house, pupil and ethnic count.

By dividing pupil count into house count, a present pupil per house per grade can be established and recorded for each study area.

6. Up-date

Each year at time of the official R-30 enrollment report, existing information for each study area is moved back a year on the Demographic Enrollment Projection forms, and a new existing pupil, house and factor is recorded for projecting purposes. Over a period of five years, an accurate historical data bank will be developed which serves as a basis for projecting by study area in the future.

C. Enrollment Projection

Beginning with this basic data, the district will maintain for each study area continuous data as outlined in the previous portions of this division regarding mapping, analysis, statistical collection and recording.

The combined information shall be tallied annually, using the same R-30 date, on the Demographic Enrollment Projection form (see following) in order to develop an information bank that is current and consistent.

Since the data so compiled will be used for making revisions and up-dating both the projections and the total developmental plan, any interruption of the continuity of data will prevent the development of reliable statistical information for future planning.

If historical data is not available for the initial projection, it will be necessary to make individual judgments as to pupils and homes for each area. With each succeeding year, more clearly definable trends of pupil survival, pupils per home, and total projection per study area will emerge.

A master set of the "Demographic Enrollment Projection" for each study area should be maintained up-to-date by the demographer, along with the master set of "Study Area Evaluation Reports." This master set becomes the basis for analysis, reporting and implementation of requirements and proposals involving facilities planning.

An example of the "Demographic Enrollment Projection" form completed for a sample study area is shown on the following page.

Summaries of projections by study area of pupils by grade level should be compiled and incorporated in this plan annually.

Summary data should be as follows:

1. Regular pupils by grade level and study area.

    a. Present date
    b. Maturation date

2. Special Education pupils by grade and study area.

    a. Present date
    b. Maturation date

3. Ethnic distribution by grade and study area.

    a. Present date
    b. Maturation date

4. Grade group (K-6, 7-8, 9-12) projections by study area.

    a. Present date
    b. One through seven year projections
    c. Maturation date

DEMOGRAPHIC ENROLLMENT PROJ

Study Area No. _____ Date Prepared _____

PROJECTION OF EXISTING PUPILS (7 YRS.)

		PREVIOUS YEARS ACTUAL HOMES & PUPILS					COHORT FACTOR			PROJECTED YEARS ESTIMATED HOMES & PUPILS							MATU		
		4 TH. YEAR 66	3 RD. YEAR 67	2 ND. YEAR 68	1 ST. YEAR 69	PRES. YEAR 70	AVERAGE RATE OF SURVIVAL	ADJUST-MENT	ADJ. AVG. RATE OF SURVIVAL	1 ST. YEAR 71	2 ND. YEAR 72	3 RD. YEAR 73	4 TH. YEAR 74	5 TH. YEAR 75	6 TH. YEAR 76	7 TH. YEAR 77	PRESENT PUPIL PER HOME FACTORS		
		TOTAL HOMES EXIST. 176	185	191	200	211				PROJECTED TOTAL HOMES 211	211	346	466	466	466	466			
PRE-SCHOOL AGE	0-1					15												PROJEC FROM	
	1-2					8												R-1	
	2-3					19												45	
	3-4					19												3	
	4-K					13												135	
																		1973	
																		FACTOR	PU
SCHOOL DISTRICT ENROLLMENT	K	25	28 +3	32 +4	38 +6	32 -6	+2			34	36	58	77	77	77	77	.15	.15	
	1	14	26 1	29 1	35 3	39 1	+2			34	36	62	80	80	80	80	.18	.18	
	2	21	14 0	28 2	32 3	38 3	+2			41	36	61	82	82	82	82	.17	.17	
	3	27	23 1	14 0	31 3	30 -2	+1			39	42	56	78	78	78	78	.14	.14	
	4	29	28 1	24 2	14 0	31 0	+1			31	40	63	74	74	74	74	.15	.15	
	5	27	29 0	29 1	25 1	11 -3	-1			30	30	46	69	69	69	69	.05	.05	
	6	26	28 1	30 1	30 1	26 1	+1			12	31	47	61	61	61	61	.12	.12	
	7	18	20 -6	25 -3	29 -1	31 +1	-2			24	10	49	65	65	65	65	.15	.15	
	8	17	19 +1	19 -1	26 +1	29 0	+1			32	25	30	66	66	66	66	.14	.14	
	9	18	18 +1	18 -1	18 -1	27 +1	0			29	32	43	46	46	46	46	.13	.13	
	10	15	19 +1	18 0	17 -1	18 0	0			27	29	44	54	54	54	54	.09	.09	
	11	14	16 +1	17 -2	17 -1	16 -1	-1			17	26	39	54	54	54	54	.08	.08	
	12	14	15 +1	16 0	17 0	17 0	0			16	17	37	49	49	49	49	.08	.08	
	K-6	169	175	186	205	207				221	251	393	521	521	521	521	.97	.97	
	7-8	35	39	44	55	60				56	35	79	131	131	131	131	.28	.28	
	9-12	61	68	69	69	78				89	104	163	203	203	203	203	.35	.35	
TOTAL K-12		265	282	299	329	345				366	390	635	855	855	855	855	1.62	1.62	

DEMOGRAPHIC ENROLLMENT PROJECTION

ared _____

EXISTING PUPILS (7 YRS.)										MATURATION PROJECTION														
			PROJECTED YEARS ESTIMATED HOMES & PUPILS								SCHOOL DISTRICT													
COHORT FACTOR			1 ST. YEAR	2 ND. YEAR	3 RD. YEAR	4 TH. YEAR	5 TH. YEAR	6 TH. YEAR	7 TH. YEAR	PRESENT PUPIL PER HOME FACTOR														
			71	72	73	74	75	76	77															
BASE % OF SURVIVAL	ADJUSTMENT	ADJ. AND RATE OF SURVIVAL	PROJECTED TOTAL HOMES								PROJECTED PUPILS FROM VACANT LAND				CURRENT ETHNIC COUNT						TOTAL MATURATION PROJECTION YEAR 74	
											R-1 ZONE 45 ACRES 3 UNITS/AC. 135 UNITS BY DATE 1973		R-1 ZONE 40 ACRES 3 UNITS/AC. 120 UNITS BY DATE 1974		SPANISH SURNAME	OTHER WHITES	NEGRO	ORIENTAL	AMER. INDIAN	OTHER MINORITIES		
											FACTOR	PUPILS	FACTOR	PUPILS	A	B	C	D	E	F		
2			34	36	58	77	77	77	77	.15	.15	20	.15	18	12	13	1				77	
2			34	36	62	80	80	80	80	.18	.18	24	.18	22	23	12	1				80	
2			41	36	61	82	82	82	82	.17	.17	23	.17	20	13	17	1				82	
-1			39	42	56	78	78	78	78	.14	.14	19	.14	17	10	15	3				78	
-1			31	40	63	74	74	74	74	.15	.15	20	.15	18	15	18	2				74	
1			30	30	46	69	69	69	69	.05	.05	7	.05	6	8	7	0				69	
-1			12	31	47	61	61	61	61	.12	.12	16	.12	15	9	13	3				61	
2			24	10	49	65	65	65	65	.15	.15	20	.15	18	13	15	2		2		65	
1			32	25	30	66	66	66	66	.14	.14	19	.14	17	11	17					66	
0			29	32	43	46	46	46	46	.13	.13	18	.13	16	6	19	2				46	
0			27	29	44	54	54	54	54	.09	.09	12	.09	11	6	10	1				54	
-1			17	26	39	54	54	54	54	.08	.08	11	.08	10	5	10	1				54	
0			16	17	37	49	49	49	49	.08	.08	11	.08	10	14	12	1				49	
			221	251	393	521	521	521	521	.97	.97	130	.97	116	90	95	11				521	
			56	35	79	131	131	131	131	.28	.28	39	.28	35	24	32	2		2		131	
			89	104	163	203	203	203	203	.35	.35	52	.35	47	31	51	5				203	
			366	390	635	855	855	855	855	1.62	1.62	221	1.62	198	135	178	18		2		855	

PREPARATION OF A LONG-RANGE COMPREHENSIVE MASTER PLAN

DIVISION IV
IMPLEMENTATION PLAN

A. Plan of Schools by Grade Level Grouping

1. At maturation
2. 7 year projection
3. 5 year projection
4. 4 year projection
5. 3 year projection

Based upon the data and policies developed in the preceding sections, a master maturation plan should be designed which shows existing and all future schools with their ultimate attendance boundaries. This should represent the most efficient method of schoolhousing which will meet the ultimate district needs in accordance with present standards and the best available information on what can reasonably be expected to occur.

Each grade level grouping shall be shown on a transparent overlay of the base map with present schools, present sites and future sites, noting the ultimate number of pupils attending.

The concept of a developmental plan is that the ultimate plan may change in conformance with changes in the educational program or in the demographic data regularly compiled. However, such changes should be adopted only after in-depth analysis and consideration along the planning procedure outlined in Section IV C.

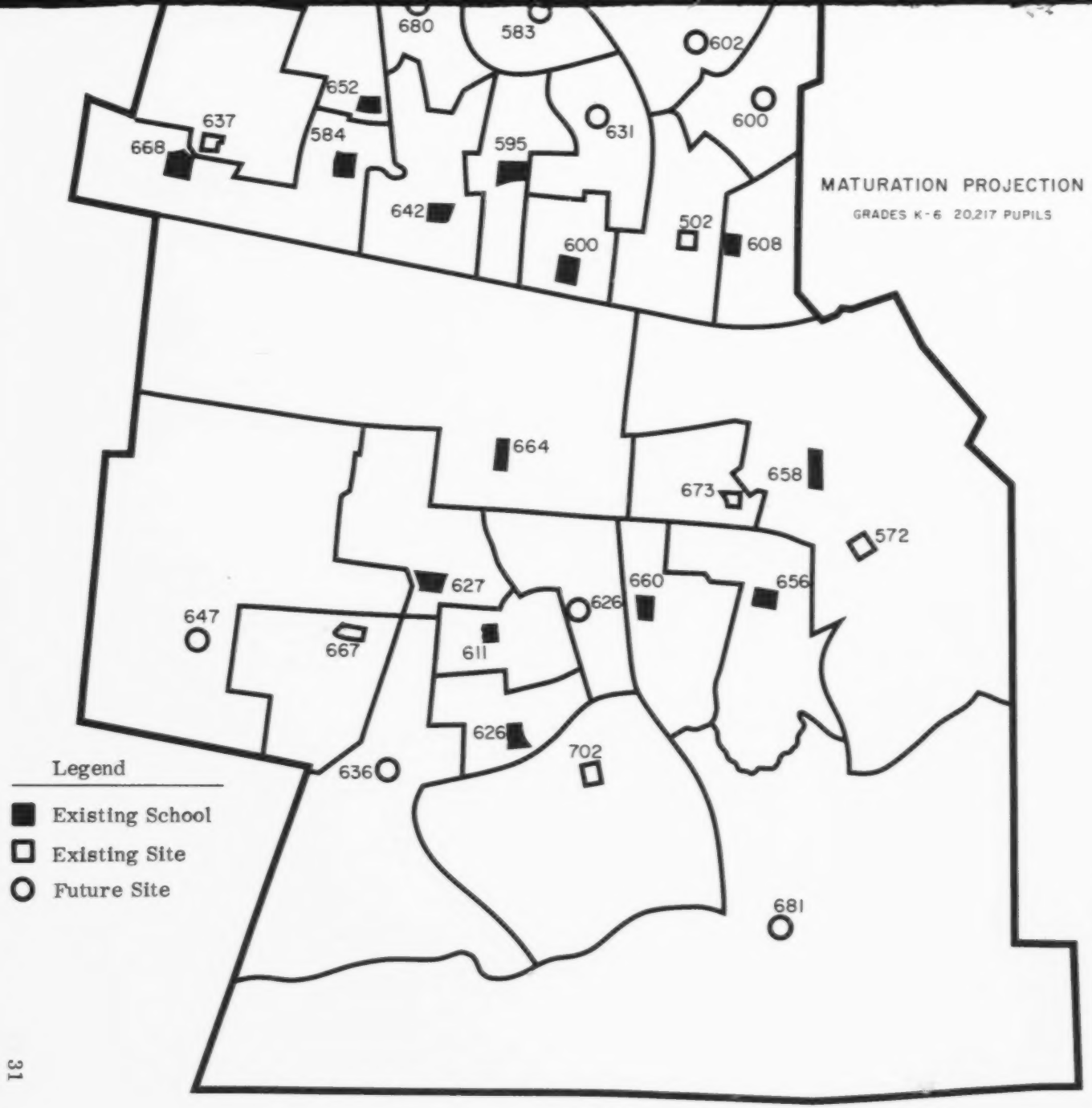
The incremental plans which mesh into the overall design should be developed for consideration of the planners and school board in the same manner.

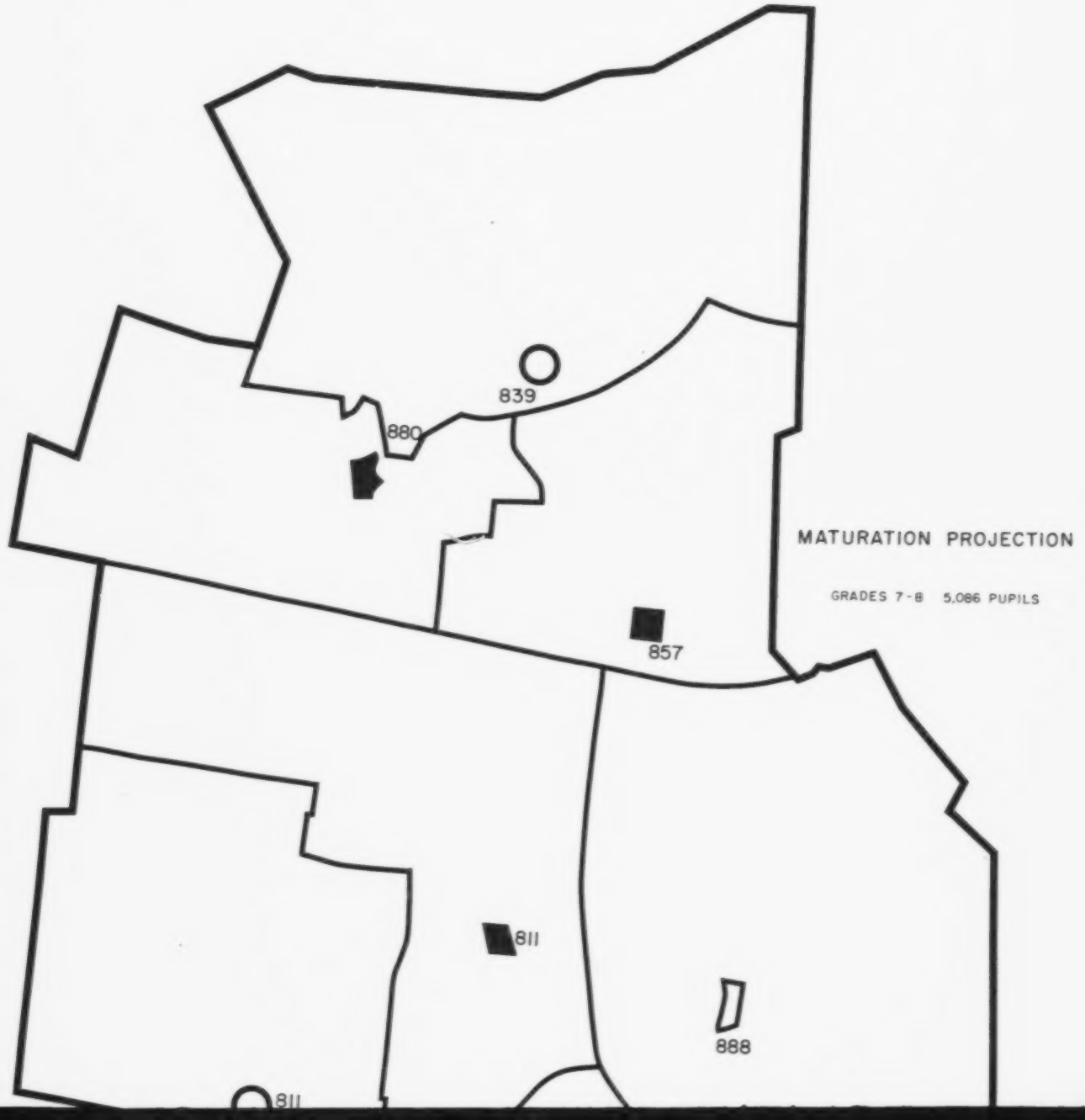
The following are examples of maturation plans.

MATURATION PROJECTION

GRADES K-6 20,217 PUPILS

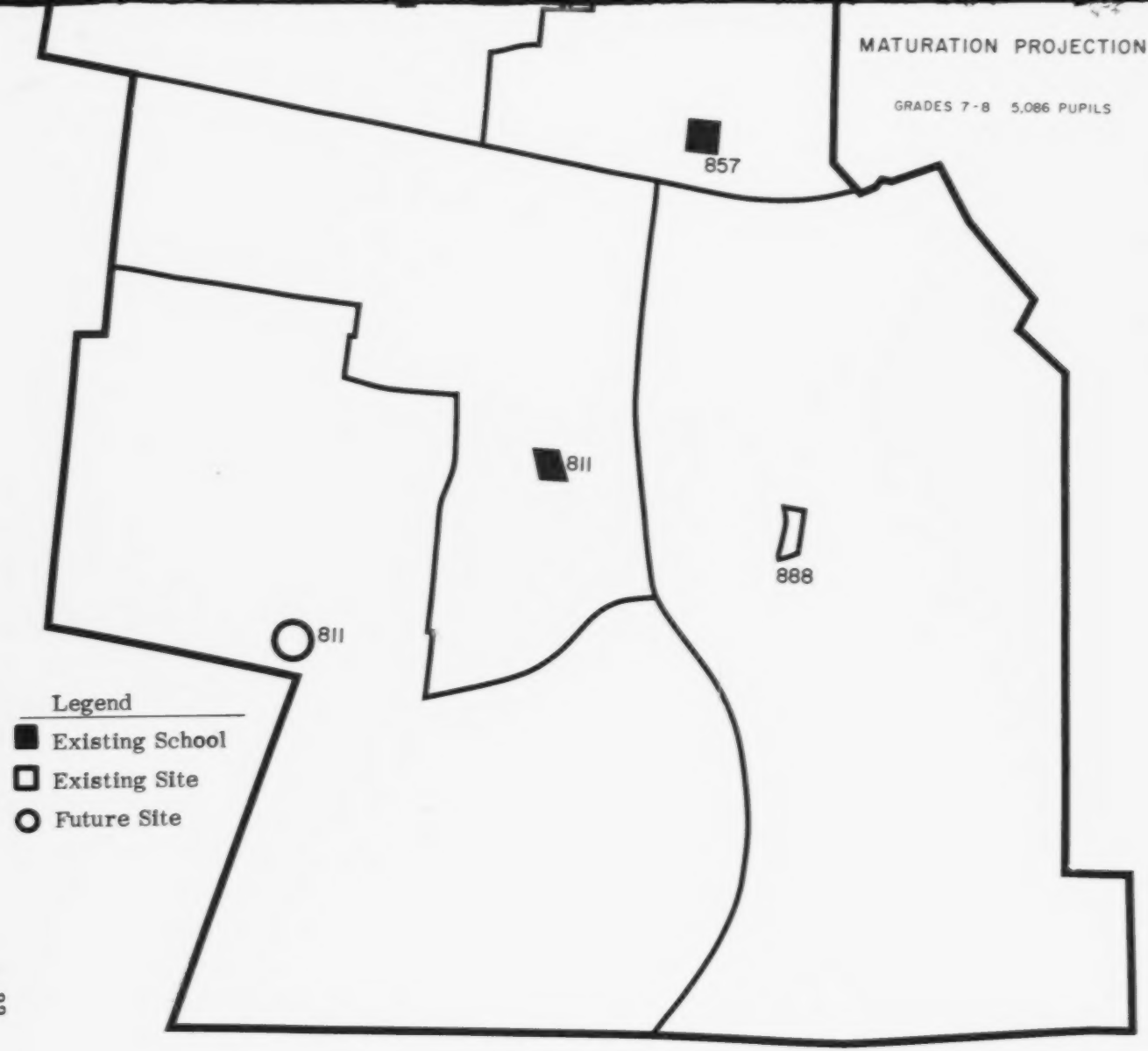
Legend


MATURATION PROJECTION
GRADES K-6 20,217 PUPILS
680
583
602
652
637
668
584
595
631
600
642
600
502
608
664
658
673
572
627
660
656
626
647
667
611
626
702
636
681
Legend
Existing School
Existing Site
Future Site



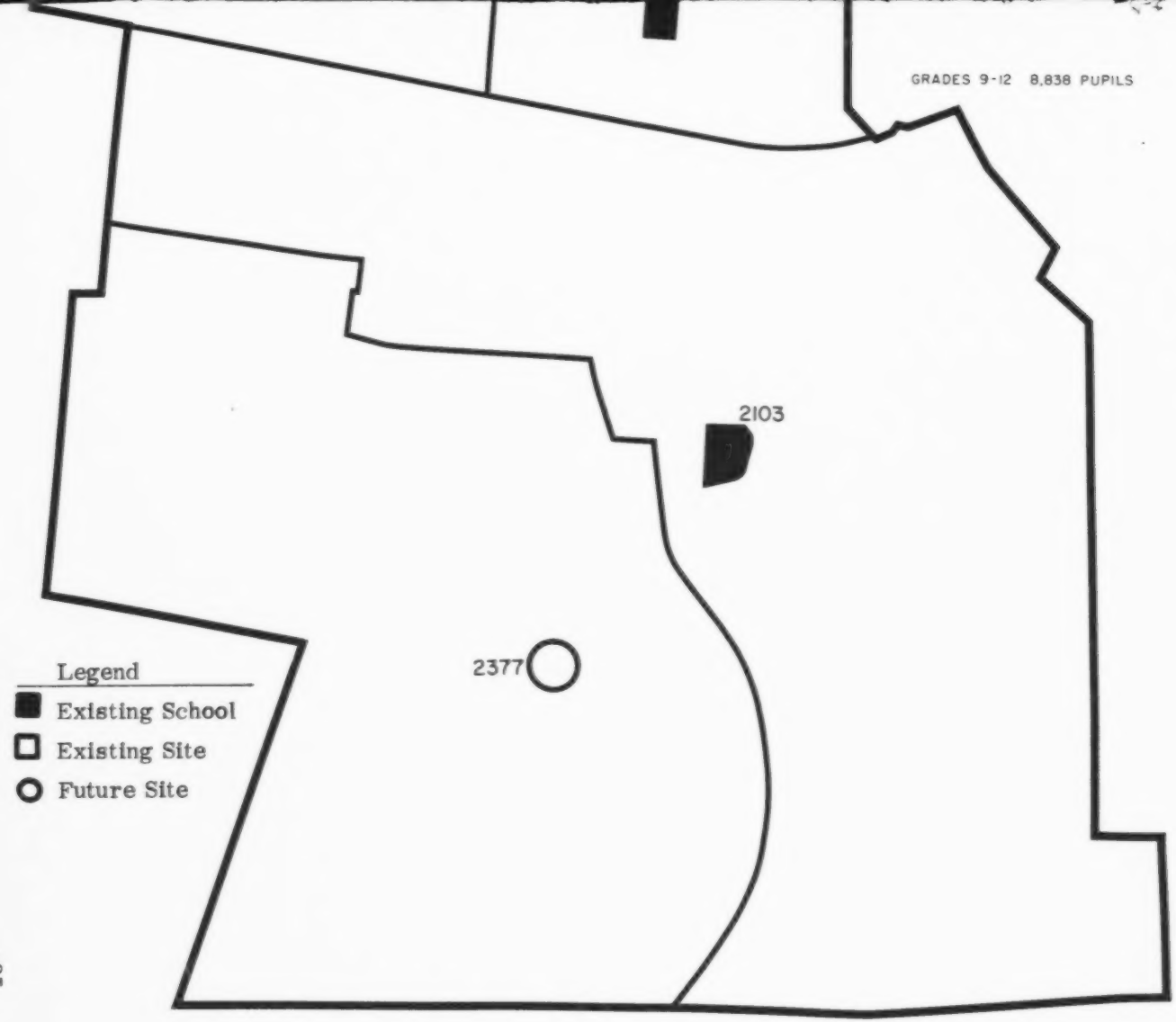
MATURATION PROJECTION

GRADES 7-8 5,086 PUPILS


MATURATION PROJECTION
GRADES 7-8 5,086 PUPILS
857
811
888
811
Legend
Existing School
Existing Site
Future Site

MATURATION PROJECTION

GRADES 9-12 8,838 PUPILS


GRADES 9-12 8,838 PUPILS
2103
2377
Legend
Existing School
Existing Site
Future Site

B. Identification of Facility Requirements

Compile a definitive list of facility requirements for consideration and ranking as to justification, feasibility, priority and implementation.

C. Implementation Procedure

Define the policy and procedure for processing identified requirements for facilities.

The following is a suggested approach for implementation.

Responsibility for coordination of educational facility needs should be assigned to one high level school administrator. Presently identified requirements as well as those which occur in the future as a result of growth, changes identified as this study develops, legislation, new programs, changing instructional methods or other factors, shall be brought to the attention of that official for gathering appropriate information, comparison with the developmental plan and analysis.

The administrator in charge shall canvass all divisions of the district, requesting written evaluations concerning the implications and priority assessments of the identified problem. He will then compile and report his findings to the Superintendent's Planning Committee for further assessment and recommendations.

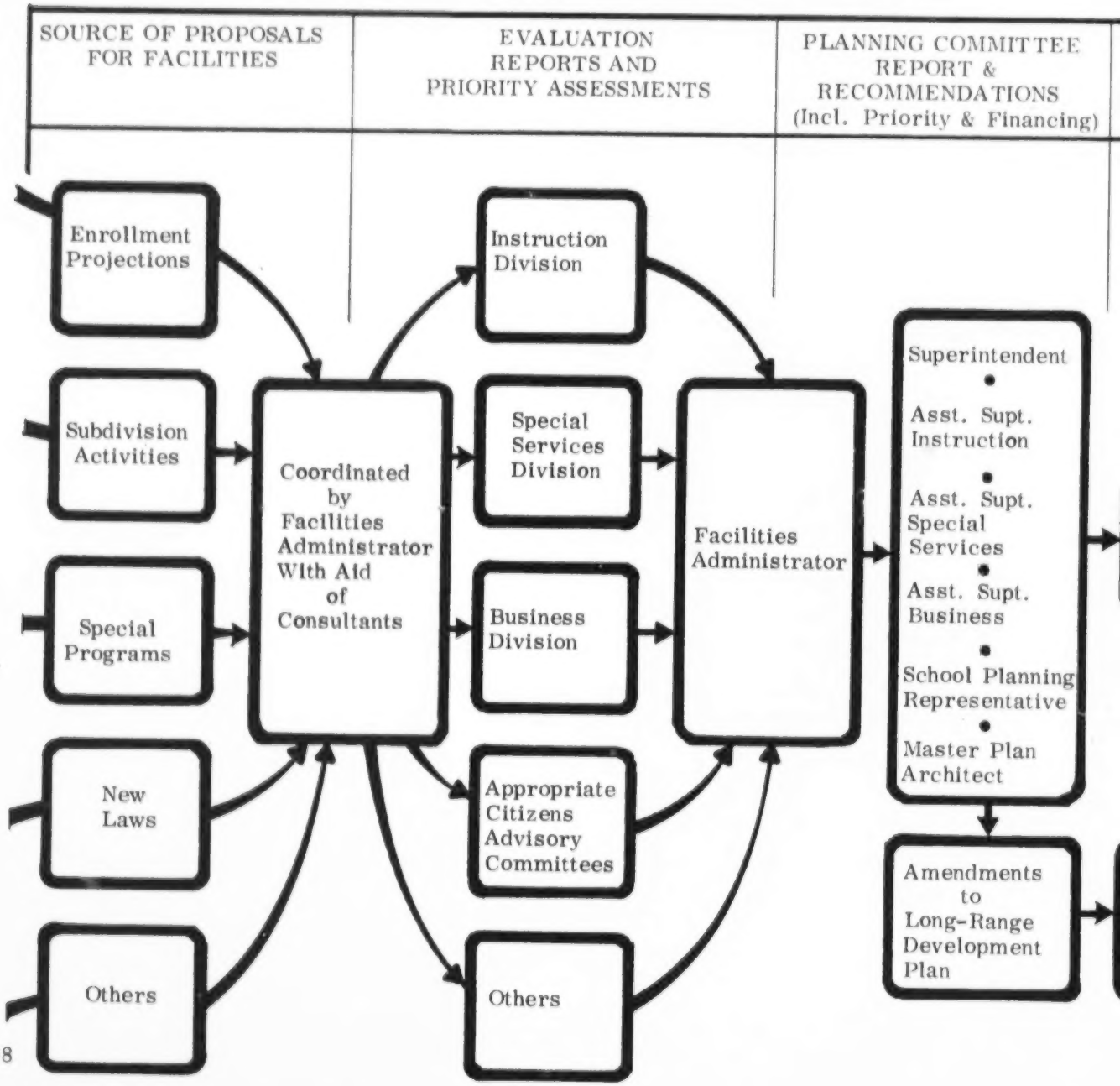
The Superintendent's Planning Committee shall study all aspects of the problem and take action as deemed appropriate.

The following "Project Development Flow Diagram" illustrates the procedure for processing projects within the framework of the long-range developmental plan.

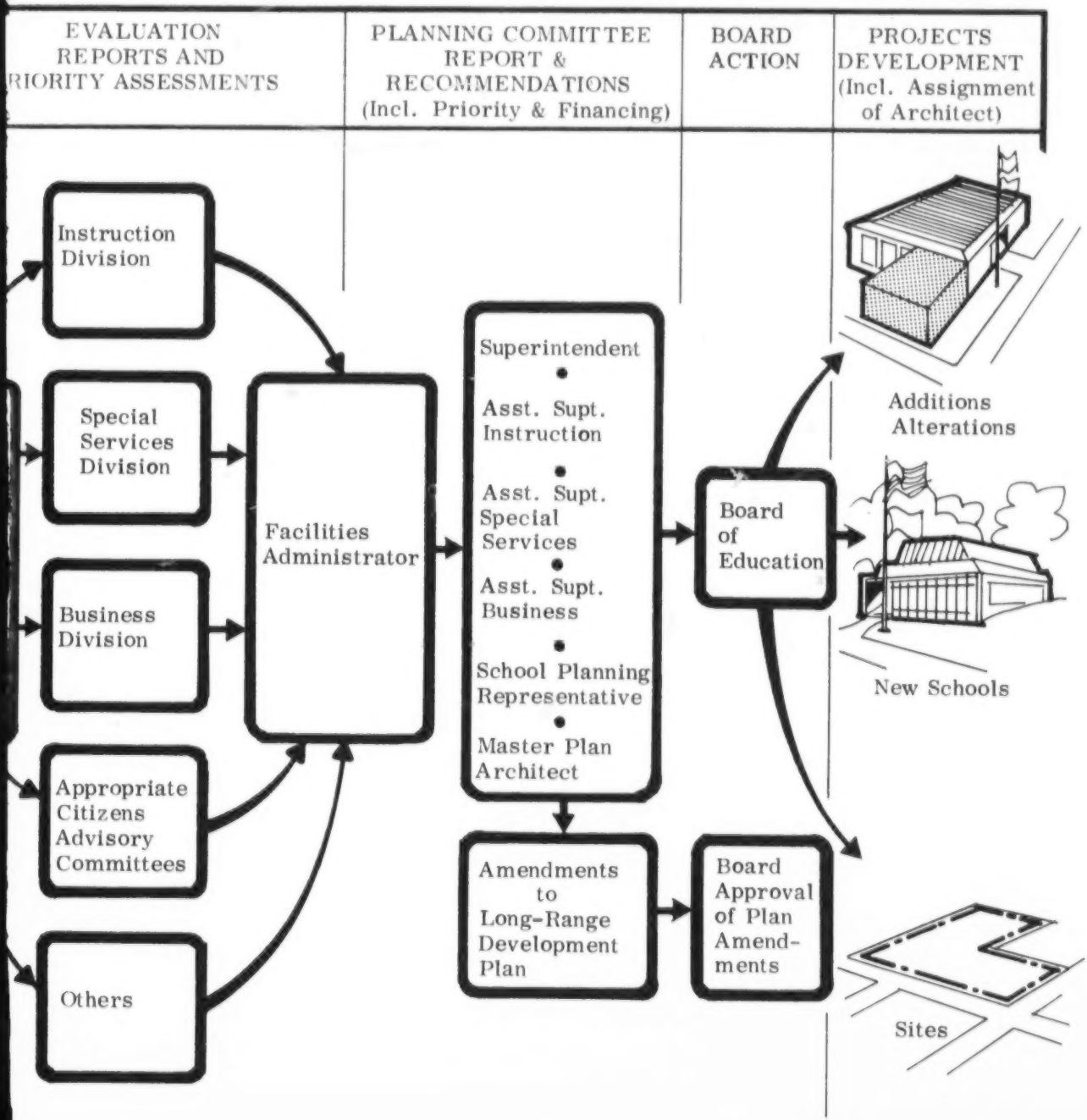
D. Progress Record

All action related to facilities planning as a result of this study or as implementation to this study should be entered in this section as a historical record of its use. The Developmental Plan should be maintained in a form such as a loose-leaf notebook so that it can be readily up-dated and revised.

PROJECT DEVELOPMENT FLOW DIAGRAM



PROJECT DEVELOPMENT FLOW DIAGRAM



DIVISION V
EVALUATION PLAN

A.	Policy for Evaluation of the Long-Range Comprehensive Developmental Plan	State the policy of the district for review and continuing evaluation of the Long-Range Comprehensive Developmental Plan. It is suggested that this be on an annual schedule with specific responsibilities and a deadline date for submission to the Superintendent.
B.	Policy for Up-dating the Long-Range Comprehensive Developmental Plan	State the policy to insure continuous up-dating of all divisions of the Long-Range Comprehensive Developmental Plan. Any changes in program, facilities or demographic data should be immediately analyzed for their implication to the overall plan and accommodated through the implementation plan, by appropriate recommended revisions to the Board of Trustees.